

**WORD LESSONS: A COMPLETE
SPELLER ADAPTED FOR USE IN
THE HIGHER PRIMARY,
INTERMEDIATE, AND GRAMMAR
GRADES**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649735785

Word Lessons: A Complete Speller Adapted for Use in the Higher Primary, Intermediate, and Grammar Grades by Alonzo Reed

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

ALONZO REED

**WORD LESSONS: A COMPLETE
SPELLER ADAPTED FOR USE IN
THE HIGHER PRIMARY,
INTERMEDIATE,
AND GRAMMAR GRADES**

590980

Language Lessons: Grammar—Composition.

A COMPLETE COURSE IN TWO BOOKS ONLY.

The Best and the Cheapest.

I. Graded Lessons in English.—AN ELEMENTARY ENGLISH GRAMMAR, consisting of One Hundred Practical Lessons, carefully graded and adapted to the class-room. 164 pages, 16mo. Bound in linen.

II. Higher Lessons in English.—A WORK ON ENGLISH GRAMMAR AND COMPOSITION, in which the science of the Language is made tributary to the art of expression. A course of Practical Lessons, carefully graded, and adapted to every-day use in the school-room. 383 pages, 16mo. Bound in cloth.

BY

ALONZO REED, A.M.,

*Instructor in English Grammar in the
Brooklyn Collegiate and Poly-
technic Institute.*

& BRAINERD KELLOGG, A.M.,

*Professor of English Language and Literature
in the Brooklyn Collegiate and Poly-
technic Institute.*

The two books completely cover the ground of Grammar and Composition, from the time the scholar usually begins the study until it is finished in the High School or Academy.

A Text-Book on Rhetoric.—Supplementing the development of the Science with exhaustive practice in Composition. A course of Practical Lessons adapted for use in High Schools and Academies, and in the Lower Classes of Colleges. By BRAINERD KELLOGG, A.M., Professor of the English Language and Literature in the Brooklyn Collegiate and Polytechnic Institute, and one of the authors of Reed & Kellogg's "Graded Lessons in English" and "Higher Lessons in English." 376 pages, 12mo.

A Text-Book on English Literature.—With copious Extracts from the leading authors, English and American. With full instructions as to the method in which these are to be studied. Adapted for use in Colleges, High Schools, Academies, etc. By BRAINERD KELLOGG, A.M., Professor of the English Language and Literature in the Brooklyn Collegiate and Polytechnic Institute, author of "A Text-Book on Rhetoric," and one of the authors of Reed & Kellogg's "Graded Lessons in English" and "Higher Lessons in English." Handsomely printed, 12mo, 484 pages.

Copyright, 1884, by ALONZO REED.

PREFACE.

"Words give wings to thought."

Is the spelling-book losing ground?—It is said that nineteenth-tenths of those examined for the Public Service under the competitive system in England fail in spelling. Those placed by government in control of educational affairs report, "Spelling is not what it ought to be. Text-books should be used for this subject." "What we want is to *teach* spelling and not merely to practice spelling." A spelling-book revival in England seems to be the result. *

In the foremost educational center of our own country, the experiment of teaching spelling without the aid of a special text-book has been tried with results so far from satisfactory that the spelling-book has been restored. Wherever the subject of spelling has been most seriously considered, a strong reaction in favor of a suitable text-book is evident.

Is there a substitute for the spelling-book?—In the lower primary grades, the work of copying words and sentences from the black-board and of writing exercises in connection with "oral language-lessons" is undoubtedly far more profitable than conning the "*primary speller*" as now constructed.

For the more advanced grades, copying from the reading-book, writing compositions, and making abstracts of daily lessons in geography, history, etc., afford good practice in spelling; but will and can the average teacher, without sacrifice of the time belonging to the subject matter of the "lessons in geography, history, etc.," exercise that unremitting vigilance in criticism, correction, and re-correction which is necessary to make these "abstracts" in any measure a substitute for daily exercises in the spelling, pronunciation, and use of short lists of judiciously selected words?

There are certain difficulties in spelling which are well known to be common and almost universal. So far as these are found in words that are, or should be, in the pupil's vocabulary, is it not more economic to meet them directly and persistently than to wait for them to occur incidentally at long intervals in the work of copying or of general composition?

This book was made with the conviction:—

1. That the faults of the average spelling-book could be avoided, and that a book of *word-lessons* could be made so interesting and suggestive as to become an indispensable aid in the all-important work of learning to express thought correctly.

2. That the pronunciation and use of words should be taught in connection with their spelling.

3. That, after excluding the unusual words of the "old-time speller," more than one-half of the modern spelling-book words should be dropped as not likely to be misspelled by the average learner.

4. That all exercises should be graded with reference to the natural growth of the child's vocabulary.

5. That there should be variety in the character of the lessons and in the methods of classification.

6. That the principles of association, or of comparison and contrast, should be regarded in meeting such difficulties as arise from the use of different symbols for the same or similar sounds.

7. That the "homonyms" are among the most useful and most troublesome words in the language.*

8. That, as the child is likely to carry through life what is copied or repeated from school books, illustrative sentences should, as far as possible, present the richest thoughts and the choicest gems of expression that can be gathered from literature.

9. That pupils in the common school should be so introduced to the study of word-analysis that they will be encouraged to consult the dictionary for the derivation of words, and to trace the links connecting the original with the current meaning.†

10. That there is no more valuable intellectual discipline than the study of synonyms, and that a series of lessons may be so presented as to lead the pupil almost unconsciously into the habit of weighing words and making nice, yet sound, distinctions.‡

* See pp. 15, 16, etc. (For the *general plan* of these elliptical exercises we are indebted to the "Royal School Series.") † See pp. 163, 164, etc. ‡ See pp. 153, 157, etc.

METHODS OF TEACHING SPELLING.

SPELLING is chiefly a habit of the eye, and is of practical use only in writing. The pupil should therefore be trained to see word-forms correctly and to reproduce them on the slate or on paper till correct writing becomes easy and natural. The large, clear type, the open page, and the variety of exercises in this book are designed to this end.

For the lower grades, copying the choice selections found in the following pages will afford excellent practice in spelling, and in the use of capital letters and punctuation marks; but such exercises should be subjected to rigid examination, and no careless work should be accepted.

In assigning a lesson the teacher should see that the pupils are able to pronounce all the words correctly, and that they know something of the use of each word. The following lessons are so arranged as to present a thorough and carefully graded course in the principles of pronunciation without defacing the page or confusing the eye to any considerable extent with diacritical marks. The spelling, pronunciation, and use of words are so associated that they can better be taught together than separately. Pupils should be required to illustrate the use of all words except names grouped topically.

The usual method of dictating written exercises in spelling is a good one. The teacher pronounces the words, which the pupils write on their slates or in their blank-books. Slates are then exchanged, and the teacher or one of the pupils gives the correct spelling of each word, while every pupil checks the mistakes found on the slate which he holds. The slates are then returned, the number of errors reported, and corrections made by rewriting the words in a separate column.

It is customary for the teacher to give the illustrative sentences when dictating the words; but the suggestions given in connection with the following lessons will enable the *pupils* to give the illustrations, which is far better. If the illustrations are given orally, it would be well to have several pupils at the blackboard to write such of the sentences as

have particular merit, or such as the teacher may wish to present for criticism.

It is hoped that the character of the illustrative phrases and sentences in this book will aid the teacher in resisting the tendency of pupils to put meaningless, trashy stuff into their exercises. Such examples as the following are too generally encouraged in the text-books: "The bad boy hit the good girl in the eye;" "Pour water on the fire, that Albert may not see to pore over that foolish picture illustrating the pores of the skin;" "The bear tore his bars leg in such a manner that I could not bear to look at it."*

Pupils should be required to keep a list of the words which they misspell, and to rewrite them frequently, in sentences and separately.

Written and oral spelling should be combined. The best results are obtained by addressing both eye and ear.

Oral spelling should be made an aid to correct pronunciation. Pupils should be required to pronounce and spell each word in a clear, natural tone of voice, making a slight pause between the syllables. This is better than the following tedious, confusing process: i-n in c-o-m com in-com p-r-e pre incompre h-e-n hen incomprehen s-i si incomprehensi b-l-e ble incomprehensible.

In oral spelling, the teacher may stimulate the interest of the pupils by allowing them to "go up," or to win rank by correcting misspelled words, and an occasional old-fashioned spelling-match will add fresh zeal to the work.

It is believed that the "directions" given in connection with the different lessons throughout this book will aid both teacher and pupil.

In most of the lessons on synonyms the teacher will notice that each group of synonymous words has a certain relation to the following group. This will enable the pupil, in writing illustrative paragraphs, to pass, by an easy transition, from one group to another, weaving the whole into one connected composition. The importance of this work in synonyms can hardly be overestimated.

For suggestions concerning the teaching of word-analysis see p. 163.

* The last two illustrations are typical sentences from a popular English word-book—one from which American compilers have drawn most largely.

PART I.

LESSON 1.

ā, long, in hāts.

To the pupil.—Look at each word till you can turn away and see a perfect picture of it in your mind. Study down the columns, then from left to right.

<i>ā</i>	<i>ā</i>	<i>āi</i>	<i>āy</i>
trace	case	aid	lay
chase	place	aim	fray
vase	scale	praise	gray
space	skate	claim	spray
grace	haze	faint	sway
ache	bathe	jail	stray

Direction.—Copy the following sentences. Note carefully the capital letters and the punctuation.

Now comes a faint trace of gray.

The sun will chase away the haze.

Let another man praise thee.

Where does space begin and end?

The dew bathes every spray.

To the Teacher.—Let the pupils give short sentences orally for the words of the lesson not found in the script exercises. Drill in the pronunciation and the use of the words in the next lesson.

LESSON 2.

ä, short, in hä.

To the Teacher.—Call attention to the silent letters.

ä	ä	ä	ä
badge	spasm	shrank	track
crash	match	snatch	twang
chasm	scalp	sprang	lack
gnash	scamp	thrash	catch
add	scrap	thatch	patch
knack	scratch	batch	quack

Direction.—Copy the following sentences with care. Remember that the punctuation is a part of the written sentence.

Avoid a nasal twang.

He never shrank from duty.

Thatch the roof with straw.

The scamp sprang into the track.

Crash! it went down the chasm.

*The dean was famous in his time,
And had a kind of knack at
rhyme.—SAY.*

To the Teacher.—Call attention to the punctuation, capitals, rhyme, etc.